

# Experience: Teacher Blogs (Fall 2010)

Experience type: Immersion

## Planning this Learning Experience: Outcomes and Scaffolding

*This is a reminder of the outcomes and resources you generated when you were brainstorming and selecting learning experiences.*

<b>Title:</b> Teacher Blogs	
<p><b>Content/Concept Outcomes:</b> Teacher Blogs will be used as a model of how to record inner voice, discuss literature and fix comprehension when it breaks down. These blogs will also be used to model how to use the class created rubric to provide stars and stairs feedback to each other.</p> <p><b>Skill Outcomes:</b> Comprehending literature.</p> <p>Using Fix-up Strategies to fix a comprehension breakdown.</p> <p>Using language of a rubric to provide student to student feedback.</p> <ul style="list-style-type: none"> <li>• Comprehension (Metacognitive) Strategies</li> <li>• Explain Thinking</li> <li>• Monitoring Comprehension (clicks, clunks, fix-up strategies)</li> <li>• Confirm, Adjust Predictions, inferences, and answer to questions)</li> </ul>	<p><b>Resources:</b> E2T2 Grant : David Russell; Blogger.com; ISTE standards</p>

**Brief Narrative describing the learning experience and its purpose** Before students create their own blogs, we want them to see how we use our Reading Blog and how we comment on each other's thinking. At the end of each sustained silent reading time in our class, our students record their inner voice in their Reader's Notebook. As teachers, we record our inner voice on our blogs to model how we are using the blog.

*Which standards will you address in this learning experience? How will you deconstruct the standards into Learning Targets that use specific student friendly language? What assessment methods will determine whether students have achieved them?*

Academic Outcomes: Content, Concepts, Skills and Processes of the Academic Discipline(s)		
<p><b>Standards:</b> Standard 4: Research and Reasoning</p> <p>2. Assumptions can be concealed, and require identification and evaluation</p>	<p><b>Learning Targets:</b> <b>LTLT 1:</b> I can be metacognitive (thinking about my own thinking) while using the reading comprehension strategies.</p> <p>This means, I notice when text doesn't make sense and use an appropriate fix up strategy.</p>	<p><b>Possible Assessment Methods:</b> Formative Assessments - student feedback on our blogs.</p>

<p>2a. Accurately identify own assumptions, as well as those of others</p> <p>2b. Make assumptions</p> <p>3. Monitoring the thinking of self and others is a disciplined way to maintain awareness</p> <p>3a. Determine strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision</p> <p>3b. Take control over their thinking to determine when thinking should be questioned and when it should be accepted. (intellectual autonomy)</p>		
Literacy Outcomes: Reading, Writing, Listening and Speaking		
<b>Standards:</b>	<b>Learning Targets:</b>	<b>Possible Assessment Methods:</b>
Craftsmanship of a Medium Outcomes: Arts & Technology		
<b>Standards:</b>	<b>Learning Targets:</b>	<b>Possible Assessment Methods:</b>
Character Outcomes: Social Skills and Character Traits		
<b>Standards:</b>	<b>Learning Targets:</b>	<b>Possible Assessment Methods:</b>

*List the major steps of this experience with only enough detail to help in future lesson planning. Think of this phase as the outline of the experience.*

**Scaffold the Learning Experience to show the sequence of major steps**

1. Students were introduced to Metacognition and Inner Voice.
2. Students began to record their own inner voice in their reader's notebook while teachers recorded their inner voice on their own blog.
3. Students saw examples and non examples of inner voices from students in years' past.
4. Students, after creating a class rubric on what an accomplished inner voice looks like, started to give teachers feedback - Stars and Stairs.